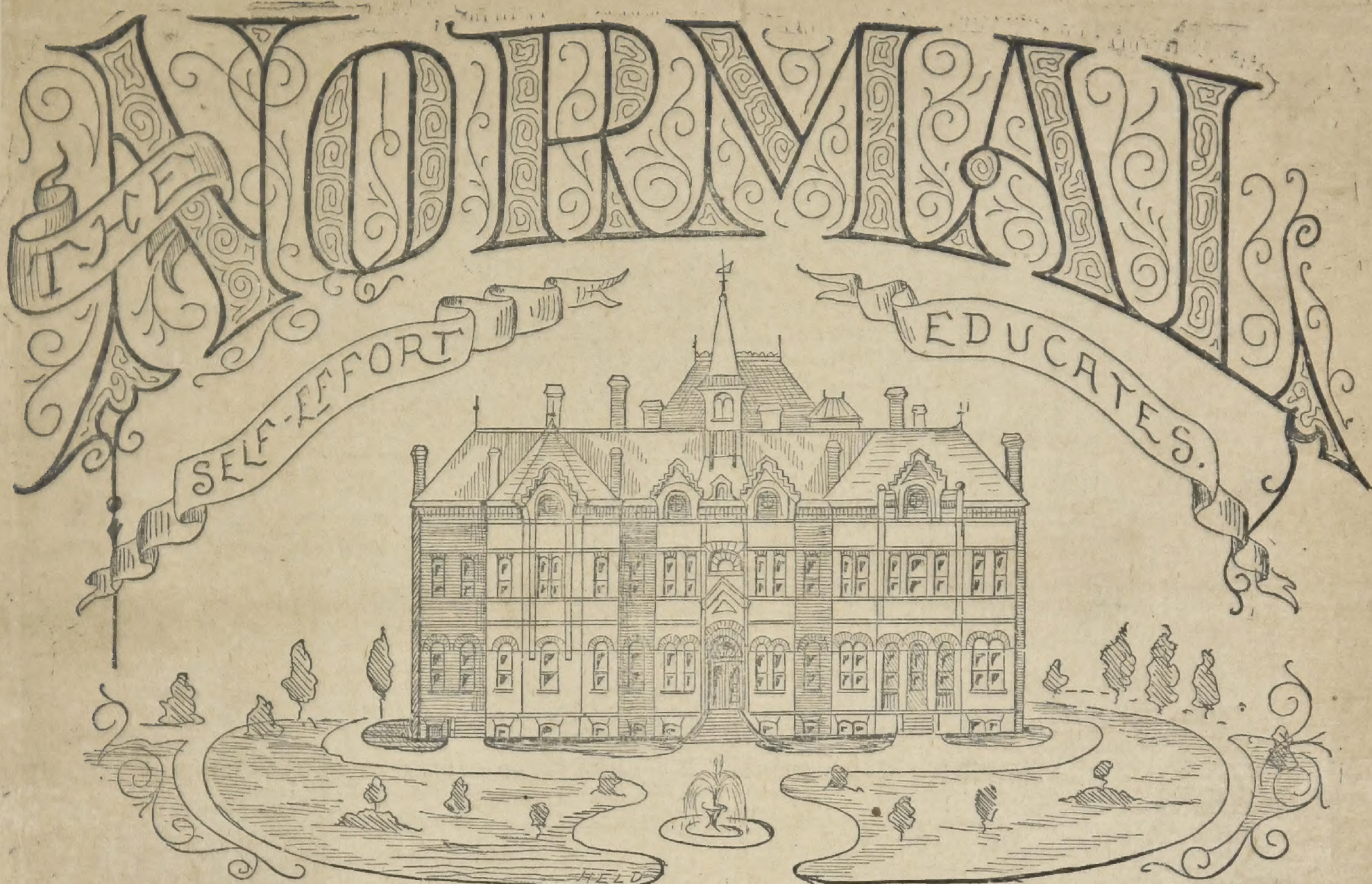




BRIGHAM YOUNG ACADEMY.

VOL. I.

PROVO, UTAH, SEPTEMBER 24, 1891.

No. 2

CONTENTS.

EDITORIALS.....	9	Some Questions	12
VARIOUS TOPICS :		SCIENTIFIC :	
The Courses for the year 1891-92 in the Normal		Care of the Eyes.....	13
Department.....	10	REVIEWS:	
LITERARY :		New Books of the Normal Library.....	14
Does It Pay to Do Wrong	11	About the Old Students.....	14
THEORY AND PRACTICE OF EDUCATION :		Normal Items.....	14
Notes from the History of Pedagogy.....	12	LOCALS.....	15, 16
The Object of Education	12		

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THE NORMAL.

Vol. I.

PROVO, UTAH, SEPTEMBER 24, 1891.

No. 2.

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PUBLISHED BI-WEEKLY DURING THE SCHOOL YEAR

BY THE

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THE NORMAL, B. Y. A., Provo, Utah.

EDITORIALS.

[T is gratifying to note the hearty reception our paper has already received, both from press and public. Hear what the Enquirer says:

"The enterprise of the normals attending the B. Y. Academy is worthy of emulation by other institutions of learning. This year they are publishing THE NORMAL, the first issue of which has reached our table. It is gotten up in very neat style, in magazine form, with a cut of the new academy building as it will appear when finished, on the front of the cover. The form is about the same size as the Juvenile Instructor, published at Salt Lake, and contains eight pages of reading matter. The students intend issuing THE NORMAL bi-weekly during the school year, and it will be mailed to any part of the United States or Canada for \$1 per annum. All who have seen THE NORMAL have naught but praises for the well-edited matter which it contains, and for its fine typographical work. O. W. Andelin is managing editor, B. S. Hinckley, business manager, and the typographical work is done by the Enquirer job office."

We certainly feel encouraged.

THE extreme necessity for completing the Academy building before many weeks pass by becomes more apparent day by day. What the students have to endure from the noise of the

cars every day is exasperating. At times it is impossible to proceed with the various classes and hear what is said. The rooms are unsuitable for school work and the ventilation in some of the rooms is simply a farce. Such an impure condition of the air cannot but work injury to the health of students and teachers. Besides this, the light is very poorly distributed, and we have personally talked with a number who have had their eyes weakened from this cause alone.

Even these conditions are only a circumstance compared with what it will be in the winter, when the days are cloudy and dark, making it necessary to have lamps lighted in some of the rooms during the daytime. Just think of it! Having to study by lamp light, both night and day! And what exposure must not the physical nature be subjected to with some students sitting so near the stove that their desks are scorched, while others are thirty or forty feet distant facing the chilly draughts of air from the halls.

We have in mind at present several cases in which students contracted severe colds, sore throats, and cramps of the lower limbs, because of these unfavorable conditions.

It is to be hoped that nothing will hinder the important work of completing the new building with all possible dispatch.

WE have been informed that a car load of furniture for the new Academy is loaded and ready to start, if it is not on the way already. There are streamers on the sides of the car with the following inscription, "This car is loaded with the celebrated 'Orion' school furniture for the Brigham Young Academy, Provo, Utah."

THIS is the time to study, not the time to play nor to spark. If we attempt to study and to spark at the same time, both will be a failure. It is proper and necessary to exercise charity and love to each other, but not that kind of love which breeds contempt. Avoid making associations with the opposite sex which, when the year closes, will have to be broken off to the distress of the young lady and possibly of the young man also. Treat each other with all possible courtesy and kindness, but do not go any further than this. There will be plenty of girls after school is over, so also will there be

any number of young men, and there will be enough time in which to court whether your choice be in school or out of school.

No young man has a right to rob the ladies of their study hours. They may be pleased to have you come, may treat you with the highest respect, still this would be no excuse for your coming. Now is the time to study and the lady students have no more time to waste than the young men.

TEACHERS should not become stereotyped in any one manner of conducting a class. From observation it has been our experience that when the teacher employs the hand method exclusively, only a small per cent. of the students are called upon to answer, because the teacher will unwittingly call upon the most enthusiastic, leaving out those faint hearted ones who are afraid to raise their arm to the square. This defect is more apparent in large classes, hence the teacher should vary his method, of calling for answers; how by the hand method, now by the ticket or roll method, now promiscuously, etc. The wide awake and progressive teacher will always modify his class arrangements to suit the conditions so that no student can leave the class and say, "I was not called upon to answer one question to-day, while others have been called upon half a dozen times."

BY way of encouraging a spirit of philosophic inquiry, we would like to have the students formulate educational gems, or maxims in education, such as they might discover by "reading between the lines," while studying the theory, philosophy and practice of education. A column can be devoted to this division alone, and by this means many choice educational thoughts would be recorded and preserved. We have many excellent ideas pertaining to education and much can be learned by comparing our theories with those of other schools.

SOME of the book stores are imposing upon the students in that the latter are charged variously from \$1.50 to \$2.00 for the same book. Now if this method continues the students will surely send East for their books and save their money.

ON account of being delayed in getting out the first issue of THE NORMAL, we will publish a few issues oftener than bi-weekly in order to make up the full number of publications for the year.

VARIOUS TOPICS.

The Courses for 1891-92 in the Normal Department.

The Normal Department of the Academy is better attended this year than ever before.

The courses offered have been re-arranged to meet the requirements of the district schools, keeping in mind also the needs of the Church schools.

In the courses in the Theory and Practice of Teaching, the Juniors will study for the first seven weeks Gordy's Lessons in Psychology, supplemented by lectures and illustrations. Then they will take up in order the formal studies; object lessons, reading, grammar and composition, and arithmetic, for the first semester; geography, history, spelling, penmanship, drawing, hygiene, and the natural sciences for the second semester. These studies will be thoroughly considered, as to the best methods of teaching them, devices used, etc. Prof. Cluff and Bro. G. H. Brimhall will be the instructors.

The Senior course in Theory will consider first the definition of education, then the history of education, followed by the consideration of the persons whom education affects. During the second semester, school organization, management and school accommodations will be considered, supplemented with readings from standard works in the normal library. Prof. Cluff instructor.

The Junior Post-Graduates will consider during the first semester, the history of education, and logic, the two classes alternating. During the second semester, systems of education will be considered. The English system, the German system, and the systems in the United States as represented by New York, Virginia, Michigan, and Utah. In this course there is also supplementary reading from the library. Prof. Cluff gives the instructions.

The Senior Post-Graduates for the first semester considers the philosophy of education, as represented in Tate's or in Rosenkranz's. Instructions in philosophy alternate with those in psychology. During the second semester, the class will read some educational works, recitations to alternate with those of psychology. The works chosen this year are Froebel's Education of Man, and Radestock's Habit in Education. Instructions are given by Prof. Cluff.

The academic courses in language are given by Bro. N. L. Nelson assisted by Bro. Emil Maeser; those in sciences are given by Bro. Emil B. Isgreen. With these

able instructors and this complete and systematic arrangement of studies, the normal course becomes at once the most proficient offered in the Territory. By the beginning of next semester a normal training school will be established, in which, under the direction of a competent director and critique teachers, the Senior Normals will organize school, conduct classes and go through the whole work required of practical teachers. Tuition in the Normal Training School will be free.

INDIVIDUALS desirous of attending the B. Y. Academy, who deny themselves that privilege because of being so far behind in education, are cheating themselves out of one of the essential factors that enters into and makes a successful and happy life. "Intelligence is the glory of God." We might add: Intelligence is the glory of man. It is by that power that he rises above the brute creation. Not his strength but his intelligence do animals fear. It is not the object of this article to argue the necessity of cultivating the faculties an Allwise Creator saw fit to bestow upon mortal man, but we desire to address a few encouraging remarks to those young men and young ladies who are backward in attending the Academy. The spirit of this institution is not one of criticism but rather one of charity. It is not the spirit that tends to keep a man down, but it is the spirit that extends a helping hand—that rejoices in the advancement of others. It has been the testimony of many an unlearned young man that when he became a student of the B. Y. Academy he was helped along by his fellow students so rapidly that he was astonished, when the end of the year arrived, at the progress he had made. A young man of this kind is looked upon as one having energy and push, and one who, notwithstanding the disadvantages under which he labors, will make his mark in the world. To all, whether learned or unlearned, and especially to the latter, the B. Y. A. bids you welcome.

"KEEP to the right, as the law directs,
For such is the rule of the road;
Keep to the right, whoever expects
Securely to carry life's load."

The above can be effectually applied to the students of the Academy in going to and from their respective class-rooms. If this rule be observed—keeping to the right—the confusion which crowded halls occasion will be avoided.

The duty of students is earnest, untiring study.

LITERARY.

Does It Pay to do Wrong?

This is a question that every one should reflect upon and form an opinion within him or herself regarding it. Who is there can tell the doings of a day among the children of men on this earth?

Could we have the evil doings of all the inhabitants of the earth for any twenty-four hours during the present year placed before us in tabulated form, what a terrible showing it would make! All the crimes committed by the children of Adam, during such a period, would present a fearfully sickening spectacle even to the comparatively good and pure among mortals; but such a scene has been before the gaze of the heavens ever since the day when man first yielded to the tempter. It is not surprising then that "God is angry with the wicked everyday," and need we expect anything from His lips different from the declaration that He will "destroy the wicked as stubble" except they repent. Does it pay to do wrong? If a young man violates law so as to seriously injure his body he will find it does not pay, for he will suffer in the flesh and the older he becomes the more acute his sufferings are likely to be. Should he sin and thus defile his spirit the results will be a darkened and troubled mind, a sorrowful heart and a miserable life, which can only be brightened by a speedy repentance and a life of devotion to right and truth.

Does it pay the thief to steal? He may be a common thief who would steal a hat or a horse, or he may be an educated and respectable forger who would steal \$100 or \$1,000. What good would the hat or the money do anybody after it had been stolen. If we read history correctly we will find evidence which establishes the fact that wrong doers cannot escape their justice. They may not always meet its fullness in mortality, but the time will come when they will have to appear in a Court where they cannot deceive, and in which they will be judged, and rewarded or punished according to the deeds done in the body, then they will find it does not pay to do wrong.

"It never pays,
A blunt refrain
Well worthy of a song,
For age and youth must learn the truth
That nothing pays that's wrong.
The good and pure alone are sure,
To bring prolonged success,
While what is right in Heaven's sight,
Is always sure to bless."

DETTA CAFFREY.

THEORY AND PRACTICE OF EDUCATION.

Notes from the History of Pedagogy.

1. Some characteristics of education among the primitive nations:

The primitive nations of the east aimed only at imparting knowledge based on authority, and therefore the learner was debarred more or less from free inquiry.

Words and symbols were studied more than the things they represented.

The priests in almost all instances were the instructors.

The knowledge imparted was almost wholly religious and prudential.

The Jews alone opened to women the privileges of education, and these only to a limited extent.

The eastern nations did not look upon education as a universal right, but restricted its benefits to a favored few.

2. Characteristics of Grecian education:

While the Asiatic nations sought to impart knowledge rather than train the mind, the Greeks were preoccupied with discipline or culture. Their ideal was, as expressed by Plato, a man "harmoniously developed." Symmetry and harmony were aimed at.

Physical training was emphasized, among the Spartans as an end, among the Athenians as a means to an end, namely, intellectual excellence.

The uppermost thought in all instruction was WISDOM.

Culture in the arts was regarded as highly important not only as an end in itself, but as a means of moral culture.

The reason was emphasized above all other faculties.

3. Roman education:

Above all Rome aimed at a practical education.

The Roman mind was disinclined to speculative inquiry.

In Quintilian's "Institutes of Oratory" we see the first attempt to explain the art of education.

Plutarch wrote the first treatise on the education of children.

The Roman mother plays an important part in the education of her children.

4. Education among the early Christians:

Here the education was almost exclusively religious. The training was for the world to come, not for this life.

The Bible held the first place as a text book, hence the instruction was literary and based on

authority. Individual initiative was either checked or not encouraged.

Words were studied rather than things.

Learning was more a process of memorizing.

The religious principle of the Christians led to the intellectual enfranchisement of women, and to the rise of primary instruction.

The discipline was harsh and severe.

The revival of learning during the 12th Century produced Scholasticism, the main characteristics of which was the study of dialectics and the syllogism.

Intellectuality among the early Christians was very low.

The Object of Education.

[School Journal.]

What is the object of an education? To prepare the young for complete living. How can they be so prepared? By fully developing the physical, intellectual, and moral powers. How can this be done? By applying the forces that will bring them to perfection. Which one of these three parts is most important? They are of equal importance. Should the same attention be paid to each of these parts of our nature at each period in a course of study?

Not at the same time; first, the physical needs attention; then the moral, physical, and intellectual, with emphasis on the moral; then the intellectual, physical, and moral, with emphasis upon the intellectual.

What is morality?

Doing right.

What is right?

Truth, goodness, and beauty; sweetness and light.

Where can we find those virtues embodied?

In God. Righteousness is Godlikeness.

How can we study God if we cannot see Him?

In His works and words. His example is all powerful.

This would seem to be religion?

So it is, leaving out form of worship, and sectarian dogma.

Then if we teach morality we must teach religion? So it seems to us. Morality is inseparable from the knowledge of God. It has its foundation in Him, and so is built upon Him.

Some Questions.

That Senior Post-Graduates will not have to answer in order to get a diploma.

1. Where were you born?
2. Has it proved to be money in your pocket?
3. Are you any older than you were ten years ago? and if so why?
4. Do you know much of anything? and how much?
5. What is the difference between anything and anything else?
6. State briefly and at length just how much you know.
7. In preparing a solution of the race problem, would you make it strong or weak?
8. In settling the labor question, do you use egg or codfish skin?
9. How many months are there in an off year?
10. What do you do with a case of emergency?
11. Please answer correctly the Chinese question.
12. Which is the easiest way out of a difficulty?
13. Are you in favor of turning the rascals out?
14. Do you think the saloon ought to go? If so, where?"

SCIENTIFIC.

Care of the Eyes.

There is no hygienic point where the teacher can render more distinct service than in relation to the eyes of his scholars. The functions of this organ are so dependent for their perfection upon a thoroughly sound condition of health, that a complete account of their relations would bring us in contact with most points of hygiene. The teacher, above all, ought to be best informed of the dangers, and best able to assist scholars in avoiding them. Many a child has been taken to be stupid or obstinate while probably the real cause was, he could not see perfectly.

Both the eye and the ear are peculiarly the instruments of school education, and a teacher who is ignorant of their essential construction and laws knows not the tools of his trade.

This subject may well occupy our first attention as there is no affection which is so common and so directly dependent on school life. I refer to nearsightedness, or myopia.

A child with normal eyes ought to be able to read this page, in a good light at a distance of forty inches, and at all intervening distances down to four inches; this is a very moderate test for young eyes.

Any child who cannot read it so far as fifteen inches off should have his eyes examined by a competent oculist. No disease is more certain to increase if neglected. The nearsighted eye is one which has too great a distance from front to rear, so that the retina, which lies at the rear, is beyond the point at which the pencils of rays from far objects are focalized.

The farsighted eye is one that has too short a distance from front to rear of the eye. If the above conditions are set then it is necessary that glasses be worn as "a part of the eye," and the selection be made by a physician trained to the special care of the eyes.

It is believed that an eye which is predisposed to nearsightedness has naturally a more yielding and delicate envelope, which under the influence of close application to near vision, yields to the compression which that necessarily causes (and causes also in a sound eye).

This tendency to yield may be the result of three causes: 1st, as an inheritance from nearsighted parents; 2nd, as a characteristic of weakly flabby children, with tissues which do not resist pressure well; and 3rd, as a general characteristic of childhood, when all tissues are soft.

Of prevention as applied to the first of these causes, I will not speak; but the second is at once suggestive of the great importance of preserving strength and health of the body for the sake of the eyes; and as to the third, it affords a hint that childhood is not, perhaps, a suitable time for close application with the eyes.

Robust and active children are less likely, on the whole, to be afflicted, both because their tastes lead them into the open air rather than to books, and because they generally possess a tougher fibre. Anything which depresses vitality is capable of weakening the power of vision.

Bad air in a school-room is certainly capable of causing bad eyes; it provokes the general condition of listlessness and languor which predisposes to nearsightedness.

Convalescence from acute fevers, as measles, is often associated with a weakness of the eyes, which should forbid their use for a time. Diphtheria frequently causes a paralysis of sight, the use of which should be prohibited until complete recovery ensues.

The mechanical pressure exercised in the act of looking at near objects by the muscles used in fixing the globe of the eye has been mentioned.

The distention which this pressure tends to produce is quickly recovered from, if the eye is rested often; its effects are exaggerated by the excessive fineness of the objects looked at (as in embroidery and small maps and type) by poor

light, by fatigue, by sleepiness, by an overheated room, or by cold feet, by tight clothing around the neck, by the effect of a recent hearty meal, or by protracted use of the eyes, and, in general, by anything which causes congestion of the eyes. The eyes are decidedly better able to bear fatigue in the forenoon than in the afternoon.

The position of the body is important; stooping forward should be prohibited and the eyes that are normal not allowed to approach nearer than fifteen inches to the book or slate.

(Concluded in next.)

REVIEWS.

New Books of the Normal Library.

"It is clear that in whatever it is our duty to act, those matters also it is our duty to study."

—DR. ARNOLD.

A book dedicated to all teachers by Francis W. Parker is "How to Study Geography."

The study of geography has suffered more than any other branch of study through the prevalence of bad methods, and, since it is so important as a foundation of culture, all energetic teachers will take pleasure in perusing this work.

"Preparation for Teachers", "Outline of Course of Study of Elementary Geography," and "Suggestions and Direction," are chapters worthy the consideration of all teachers who see the importance of geography and who desire to increase their own wisdom and knowledge by the experience of others.

A most useful book for primary teachers, who, if thoroughly interested, will infuse vivacity into the children and delight them is "Object Lessons," by A. S. Welch.

All primary teachers should be perfectly prepared to teach object lessons, because abstract thinking is impossible to little children. The senses must first be cultivated and developed and the period between the ages of five and ten years ought to be devoted mainly to this purpose.

Teachers, get this book and use it. You will be perfectly delighted with its simplicity of style, so also will you pupils.

"Educational Reformers," by R. H. Quick. In it we find the opinions of great writers in their own language.

An account is given of the Jesuits and also of such educators as Ascham, Montaigne, Ratich, Milton, Comenius, Locke, Rousseau, Basedow and the Philanthropin, Pestalozzi, Jautot, and Herbert Spencer, and closes up with thoughts

and suggestions about teaching children, and some remarks about moral and religious education.

The seventy-third edition of the "Normal Question Book" has found its way into the Normal Library. It is a suggestive step in the line of improvement and proves to be "quite the thing." It will be found a great aid to teachers in their work, and the student will be able to prepare himself for an examination. Besides the questions and answers the appendix proves to be a mine of treasure to the teacher.

About the Old Students.

Effie Bullock, Nettie Powelson and Eliza Swenson have entered upon a mission of instructing the young. We wish these ladies success.

Alex. Jameson, *Alonzo* Wall and Maggie Lewis commenced school August 31st—the first two in Emery county, the latter in Sanpete.

Frank Noyes, one of our old time students, is principal of the Juab Stake Academy at Nephi, with Miss Alice Reynolds lady assistant.

E. S. Hinckley, *a graduate of last year, is now an assistant in the Fillmore Stake Academy.

R. R. Lyman will soon leave us to pursue his studies in the East.

Alva Murdock may be found in Heber teaching school.

A. C. Lund is assistant in the Sanpete Stake Academy.

T. J. Yates is teaching in Millard county.

Where is the mocking-bird?

Normal Items.

The Post-Graduate class, in Logic, is taking up "The Growth of Language." The apt methods of teaching by Professor Cluff, renders it less dry than it is usually conceded to be.

Prof. Giles has undertaken to teach the Normals how to sing. Keep up your courage, Professor.

The soul is not a vase to be filled, but rather a hearth which is to be made to glow.—Plutarch.

The halls of the Academy are entirely inadequate for our growing institution.

LOCALS.

BRO. MAESER returned yesterday from Brigham City; will soon leave again.

Miss LYMAN is now assisting in the primary department, besides superintending the Ladies' work class.

WHEN can the young ladies have a military training school? We see the need of one whenever they attempt marching.

No excuse will be accepted unless in case of sickness or death—or of your wife has come to see you.

"WHAT is a quadrilateral?" "It is an angle with four sides." "Gracious!" said the teacher in geometry, "I'd like to see that angle."

MR. E. A. WILSON delivered an instructive lecture on Wednesday evening last before the Commercial Law Club—subject, "Contracts."

EVIDENTLY some of the students need so study hygiene; they have not learned the injurious effects of spitting on the floor—at least so it seems.

MISS AMY BROWN, our Primary teacher, spent one month in the Kindergarten at Provo, and the rest of the time during vacation at her home in Pleasant Grove.

OUR Kindergarten teacher, Miss May Lyman, spent most of her time during vacation studying the Kindergarten profession under Miss Finch, the able trainer of children.

PROFESSOR of History—What was Solomon noted for? First Student—He married the Princess of Egypt and—. Second Student (interrupting)—I think he married about ALL the princesses around that country.

THE elocution class is one of the largest in the Academy. When those sweet and strong voices are raised in a mighty cry of "charcoal," the other departments at once conclude to hold sessions with "closed doors."

AMONG the many good articles which will appear in our next issue one will be of particular interest to all students and especially to those who are unable, through lack of means, to continue their studies during the whole year.

A COMMERCIAL Law Club has been organized with W. E. Rydall, chairman, and Herman Martin, secretary. The first lecture before the club was delivered by Hon. W. H. Dusenberry last Wednesday evening. Weekly meetings will be held and various lectures given under its auspices.

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THERE are 42 members in the music class; three grades; two recite the same half hour; all are improving.

OUR fellow student G. A. Iverson goes to Sanpete next Friday, and he has consented to look after the interests of THE NORMAL there.

THE items on "The History of Education" by Prof. Cluff will be especially beneficial to practical teachers. Notes on Psychology by the same teacher will appear in our next.

THE class in Rhetoric B, for oral composition, is considering the question of "Protection vs. Free Trade." Debate was commenced on Thursday last and will be continued to-morrow.

OCTOBER the 16th is Founder's Day and will be celebrated in proper style. Our next issue will contain the full programme.

BRO. N. L. NELSON traveled in southern Utah, in Arizona and in Mexico during recent vacation, endeavoring to persuade trustees to fit their schools with improved furniture.

PROF. CLUFF lectures before the County Teachers' Convention next Saturday. These conventions we understand are free to all who desire to attend. Every normal should be a regular member.

As there will be a vacation of a day or two during General Conference, it behooves every student to put forth his best efforts until that time and then have a rest.

E. B. ISGREEN spent the summer vacation in traveling both for business and pleasure. He also gave nine lectures on the Elements of Physics before the Summer School of Provo. He states that he gathered many valuable specimens at Monroe, the Sevier Valley, Park City, and other places.

THE Post-Graduates were treated to a most pleasant surprise last Thursday evening. They were requested to spend an hour or so that evening at their respected teacher's (Prof. Cluff's) home. With one or two exceptions, all were present and a very instructive time was spent in discussing educational topics, in music, etc., but this was not the surprise. Afterwards, they were invited into the dining-room where a magnificent spectacle met their gaze—a sumptuous fruit festival, grapes, peaches, melons, plums, etc., etc. The Professor stated that a "man's intelligence was measured by his ability to eat fruit," and therefore he desired all present to eat and be filled. If it were possible Prof. Cluff endeared himself more fully to the hearts of his students, and the pleasure of that evening will be remembered as a most happy experience of school life in the B. Y. A.

F. F. Reed & Bro.,

DENTISTS,

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